



SC Annual School Report Card Summary

CHAPIN ELEMENTARY
Lexington/Richland 5
Grades: PK-5 **Enrollment: 841**
Principal: Harriet B. Wilson
Superintendent: Dr. Herbert Berg
Board Chair: Robert Gantt

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Excellent	Excellent	TBD	TBD	Met	N/A
2009	Excellent	Good	Gold	N/A	Met	N/A
2008	Good	Below Average	N/A	N/A	Not Met	N/A

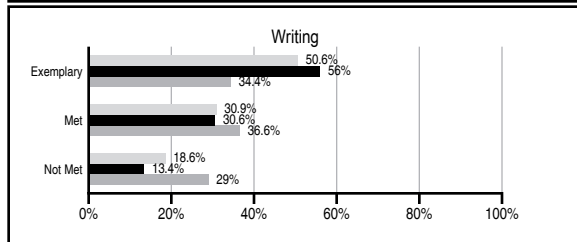
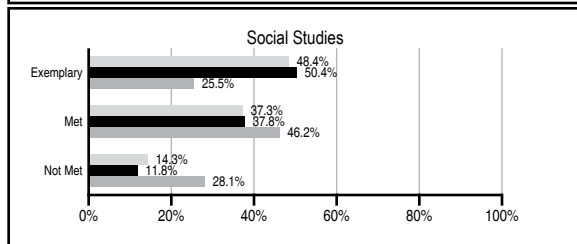
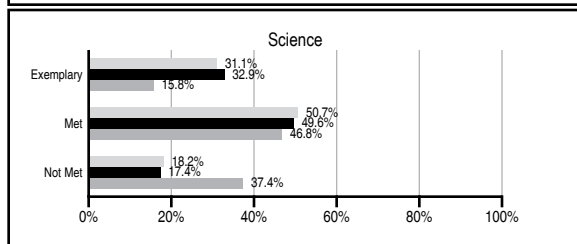
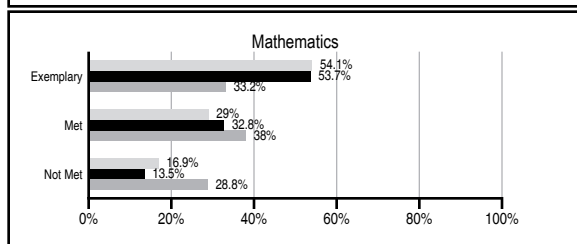
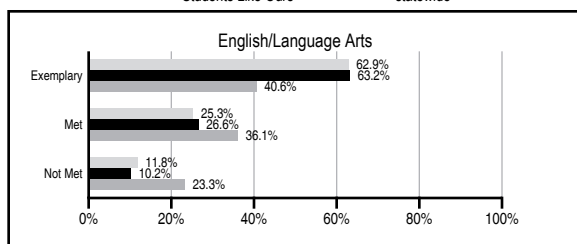
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
23	1	0	0	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:
By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:
By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

CHAPIN ELEMENTARY [Lexington/Richland 5]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=841)				
Retention rate	0.0%	Down from 0.4%	0.4%	1.2%
Attendance rate	99.9%	Up from 96.7%	96.9%	96.1%
Eligible for gifted and talented	27.6%	Up from 27.3%	29.5%	11.7%
With disabilities other than speech	4.3%	Down from 4.6%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	70.9%	Down from 71.4%	65.4%	60.5%
Continuing contract teachers	94.5%	Up from 89.3%	88.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	85.8%	Up from 82.2%	87.8%	87.0%
Teacher attendance rate	94.1%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	\$50,737	Up 1.4%	\$49,381	\$47,288
Classes not taught by highly qualified teachers	0.0%	No Change	0.2%	0.0%
Professional development days/teacher	6.0 days	Down from 10.2 days	10.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.9 to 1	20.3 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 90.4%	91.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,498	Up 0.1%	\$7,136	\$7,548
Percent of expenditures for instruction**	67.2%	Up from 65.8%	69.4%	68.7%
Percent of expenditures for teacher salaries**	66.3%	Up from 64.6%	66.5%	65.1%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	49	160	82
Percent satisfied with learning environment	93.9%	90.6%	87.3%
Percent satisfied with social and physical environment	91.8%	88.1%	92.5%
Percent satisfied with school-home relations	95.9%	92.5%	82.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Chapin Elementary School is to empower students to be problem-solvers by providing challenging, meaningful, and engaging instruction in a joyful, nurturing, and supportive environment. Our school was recognized for receiving the Palmetto Gold Award for an Excellent Absolute Rating for 2009 as well as achieving the status of Adequate Yearly Progress (AYP) and is a State Department of Education Red Carpet School.

Chapin Elementary is a school that focuses on academic achievement as we are "Committed to Excellence for all Students." Measuring academic progress comes in a variety of methods. We use data results from PASS, MAP, and Dominion as well as other formative classroom assessments to enhance the curriculum and provide valuable information for differentiating instruction. The state-mandated testing, Palmetto Assessment of State Standards (PASS) results showed significant improvement from the previous year. By using data from the Measures of Academic Achievement (MAP), we are able to identify strengths and weaknesses by individual student and make instructional decisions for student achievement. Another formative assessment is the Dominion Reading Assessment that helps teachers make immediate instructional decisions to guide and facilitate our students learning to achieve at high levels. Our goal is to move each and every student to advanced levels of learning by meeting their individual needs through differentiation instruction.

A full-time Literacy Coach supports our teachers in training and implementing best practice in a balanced literacy approach to reading and writing. Reading Recovery works with individual students and small groups in reading and writing. A Reading Interventionist works with small groups of students on reading strategies. Fourth and fifth grade Academically Gifted students were served in content-based classrooms. CES uses advanced technology such as SMART boards, Sentoes, Document Cameras, Wikis, Blogs, Compass Learning, and United Streaming to enhance instruction.

CES continues to emphasize character development and behavior for every child. The entire staff was trained in the program, "Time To Teach." "Time to Teach" is a school-wide positive behavior program with an instructional focus where school procedures and expectations are clearly defined, taught, and modeled for our students.

During the 2009-2010, our school was challenged with new construction and renovations within the building, moving classrooms during the school year, and budget cuts. Our staff and community worked together to continue our focus on student learning with a positive and flexible attitude. Through strong collaborative, commitment and dedication of our administrators, faculty, staff, students, and community, we did persevere. Thank you for your outstanding support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Harriet B. Wilson, Principal
Michelle Estridge, SIC Chairperson

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